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THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 1, 1879

VOL. VII

NEW YORK, OCTOBER 18, 1913

No. 3

(Concluded from page 10)

To the letter with which the editorial part of the last number was brought to a close Professor Judd replied as follows, on February 18:

In reply to your letter of February 9 I beg leave to say that my own view of the Greek situation is, I think, fairly represented by the remarks that I made. I have always felt that Greek held to its position as a preferred subject long beyond the period when it could defend that position. I think that it might have retained some place as an elective subject if it had been put in its proper relation to the total curriculum, or, to put the matter perhaps in another way, at the time when the classical people had virtual control of the High School curriculum I think that they could have reorganized matters in such a way as to have shown somewhat more clearly than they have been able to show in recent years the value of linguistic studies in general. Or again, to put the matter in still another way, I think that the prejudices that were aroused by Greek when the reaction set in have set Greek very much further from the center of the curriculum than it needed to have been carried.

Now with regard to the Latin matters I cannot help feeling that a vigorous Latin department in a High School could exercise very frequently a large influence on the Schools below. For years the Latin Department of the Shortridge High School in Indianapolis succeeded in carrying Latin down into the eighth grade and getting it substituted for some English work. The ground of this substitution was perfectly clear and well maintained. The Latin grammar was a very favorable substitute for the English grammar commonly taught in the eighth grade. I think, in other words, that, if a campaign was started by the Latin people and especially if the subject of Latin was taught by methods that would make it possible to give the benefit of this instruction to the eighth grade people, it would not be so difficult to get a recognition of that work in the lower Schools as it now seems to be. For example, in Concord, N. H., there is a good deal of sympathy in the lower grades for that sort of Latin. I may say that in our own School Latin was not taken down into the eighth grade until such time as the Latin Department of the High School grew enthusiastic about the matter and pointed out the method by which Latin could be taken down. Latin is now taught as a free elective after school to some of the children in our own eighth grade.

I appreciate very much your courtesy in asking me to write something for THE CLASSICAL WEEKLY. I have accumulated what I dare say you would describe as so many prejudices against Latin and Greek instruction that whenever I try to speak or write on the subject I find myself falling into comments that are distinctly unfavorable to the subject. I frequently say to members of our own

Latin Department that I should be very willing indeed to cooperate with the upbuilding of this subject if they would come to a recognition of the fact that they must treat their subject not as a preferred subject, but must make their subject stand in a brighter way in relation to all the possible electives in the High School program. Some day I may get time and energy to set down my arguments with our own classical Department in orderly fashion. I shall then take advantage of your kind offer to put such material into your journal. In the meantime I shall make the common plea of many engagements along lines that are on the whole more familiar to me and lines on which I have more right to speak. I have some hesitation to venture even this explanation of my position to one who is so much better acquainted than I am with the difficulties of introducing these subjects and maintaining their position in the High School course. I spoke pretty freely in my article in THE School Review because I think there I was critical on other subjects as well as the Latin and Greek, and I did not mean to pick those out as distinguished from the main body of subjects of instruction in the High School for anything more than the same kind of criticism for duplication which I direct to the other fields also.

On February 18, I asked permission to print this letter in THE CLASSICAL WEEKLY, intimating that I should wish, probably, to make editorial comment upon it. The permission was granted. Finally, on April 5, Professor Judd amplified and explained his letter, as follows:

Your statement about the comments which I made in THE School Review regarding the management of Greek and Latin, and your request that I amplify my remarks somewhat lead me to make the following effort to justify what I said. Perhaps the best way to do this is to quote from a letter which I have recently received from a teacher of the Classics in one of our neighboring schools. She said, "I began February 26 by putting the Greek alphabet on the board. Thanks to the Greek letter fraternities, to which this at least may be credited in a Greekless age, the pupils recognized about half of the letters at once. They were left on the blackboard, and the third day the class could read them all, less than five minutes a day having been spent on them. Then I wrote the first line of the Iliad, with its translation, and spent perhaps ten minutes pronouncing and explaining words, calling attention to the Latin and English derivatives or associated words and all similarities to Latin forms and constructions". The letter goes on to state that such work as this was carried on incidentally for some days. A later sentence states: "From these three lines the class has learned the nominative, accusative, the vocative singular and accusative plural of

the first declension; the dative and accusative plural of the second; and one form of the accusative singular of the third. They have also been introduced to the connections between Greek and English in such words as *mania*, *ode*, *theology*, *myriad*, *theme*, *epithet*, *hypothesis*, *polygon* and similar compounds, *psychology* and *project*". Finally, the letter contains the following comment: "This method will not, of course, lead to a very extensive knowledge of Greek, but I am inclined to think that it will have considerable linguistic value and give not a little pleasure. At present the class seems to be enjoying the experiment as much as I am, and several have asked if I will not have a regular Greek class next year".

This experiment illustrates what I tried to say in *The School Review*. Greek is so remote from the ordinary experience of High School students that they will have to be introduced to the language indirectly if they are to cultivate any enthusiasm for it. Furthermore, I believe that the emphasis upon English words and the connection of the other language with our own language ought long ago to have been recognized by classical teachers in a very much more vital way than has commonly been the practice.

I remember visiting a small school in Connecticut where the teacher was giving a Latin lesson in exactly the same spirit in which the instructor who wrote me the letter above referred to is teaching Greek. Although he was a college-trained man, and had learned the Roman pronunciation of Latin, he was taking up with the children in his school a few simple Latin stories, was introducing the children to Latin as a source of English words and folk-lore, and in order to do this the more efficiently he was using the English pronunciation. The students got very little Latin in that particular work, but they got some notion of what the language was like and they got a very vivid notion of the connection between Latin and English. I have no doubt that some of them went on to later courses and profited by their experience in that school.

I made some negative comments in *The School Review* which I ought perhaps to justify somewhat further. Latin, in my opinion, is suffering a very great deal by being kept on the preferred list. Consciously or unconsciously, High School administrators and teachers have kept Latin in the position of a required study, and where it has not been actually required it has been enforced with all of the influences that the administration can exercise in its favor. I believe that this is fatal. The reaction away from Latin on the part of the student who is no longer required to take it is violent. The attitude of those who pursue it is not what it should be. The relation to French and German is not just. When the reaction comes, as I think it did in Greek, it is likely to be too strong. There would undoubtedly be a justification for the study of Greek on the part of some of the students in the High School, but Greek cannot be forced into the curriculum by any administrative device whatsoever. The devices used ought to be educational rather than administrative.

The Modern Language people are coming to see the importance of putting their work into the elementary schools. They are making it attractive by using a good deal of the natural method. I judge that the Latin teachers in many schools are disposed to adopt the same methods. An interesting fact remains for the outside observer of Latin that there are many teachers who have not yet seen the

importance of reworking Latin so as to permit its success in a day when competition rather than exclusive rights characterizes the organization of the High School curriculum.

I trust that this brief statement may serve your purposes and explain, somewhat more fully than did my single paragraph in *The School Review*, what I meant by calling upon the teachers of the Classics to develop their subjects educationally and drop the administrative devices which have been employed in times past to excess.

Whether Professor Judd has fairly met the points made in my letter in criticism of his original utterances in *The School Review* concerning the teachers of the Classics, especially the teachers of Greek, I leave to the readers of *THE CLASSICAL WEEKLY* to determine. For the present I wish to direct attention rather to what Professor Judd has said about the introduction of Latin into the upper grade or grades of the Elementary School. Professor Yocum, of the Department of Education of the University of Pennsylvania, has recently made the same suggestion. We expect to present soon in *THE CLASSICAL WEEKLY* a paper by Professor H. C. Nutting of the University of California on the results of the actual introduction of Latin into the seventh and eighth grades of the Elementary Schools of California. This will be followed by a paper on the methods used in these grades in the teaching of Latin, a paper written by a teacher in such a school.

In conclusion, in connection with Professor Judd's evident preference for the use of the English pronunciation of Latin, I would remind our readers of Professor Lodge's remarks in *THE CLASSICAL WEEKLY* 1.185.

C. K.

AMERICAN POLITICS AND THE TEACHING OF CICERO¹

We are told again and again that the proper function of School and College is to train the boys and girls for citizenship, to make them substantial citizens working for the interest of the community—a thing which necessarily involves taking an interest in the affairs of government. We may not all believe that this is the only function of education, nor may we be able to agree on the methods by which this result may be achieved, but I think that everyone in a republic such as ours recognizes that it is important to interest our youth in our government. What, then, under existing conditions, can we as Latin teachers do, especially in our Secondary Schools, that will have a direct bearing on this function? We can find the answer to this question if we keep in mind what the inspired teacher has done for generations—namely, correlated the text studied with the things happening about him every day. This is valuable not only for its own sake but

¹ This paper was read at the Seventh Annual Meeting of The Classical Association of the Atlantic States, at Baltimore, May 3, 1913.